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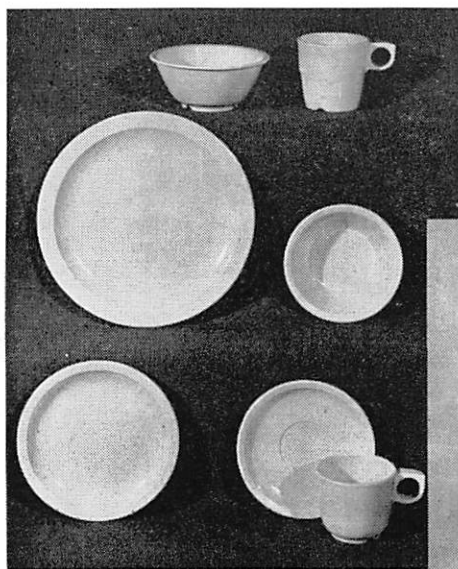
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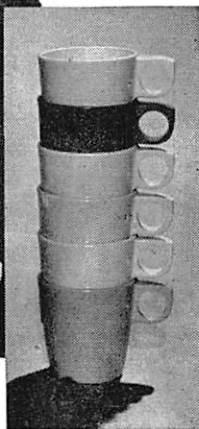
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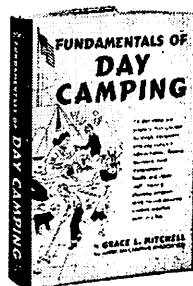
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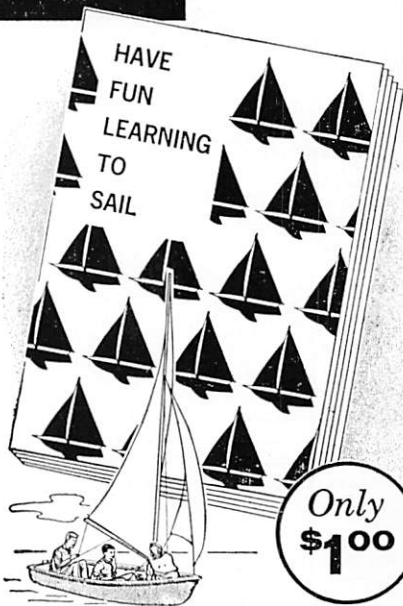
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THE TRIAD IMAGE OF CAMPING

by *J. Archibald McIntyre*
Assistant Professor of Sociology
University of Western Ontario

It is unlikely that anyone widely experienced in camping will learn any startlingly new facts as a result of reading this paper. It may be, however, that some aspects of camping well known and possibly taken for granted, may be presented in a novel light. At the very least some readers may be challenged to think again about these familiar patterns. It is this "thinking again" process that often is so productive of novel and even unique ideas.

Because there are a wide variety of expectations involved in any camp experience, more than just two images exist of what camp should be. The image and hence expectation of the camp is different for the director, staff members, campers and parents. This is so both for the content of the camping experience as well as the process.

Not only is this a commonplace observation but it is probably a truism. Nevertheless, contained in what the parent and child expect of the camp is the reciprocal aspect, the fulfillment of the expectations. Of all the images which exist about camp those possessed by the parent and child are the most significant in impact if not in influence upon the camp itself. The degree to which expectations are fulfilled determines critical satisfaction or disappoint-

ment. Whether or not satisfaction or disappointment occurs, that the child's and parent's images are of overriding importance, seems unassailable.

Let us first examine the image the parent sees.

The camp may be a means whereby the parent may achieve a holiday, some relief from the day-to-day tension of parenthood. In such circumstances the child is sent to camp coincident with the period of time the parent will be on holiday—frequently an extended trip. In this situation the child is sent to camp the essential image of which is that of a nurse maid or child-sitter. Of course, there may be ancillary objectives to be achieved by the child, e.g., learning to swim or to handle a canoe, but the critical image for the parent is that the camp is a way of looking after the child.

From another point of view the camp may be a means of obtaining for the child a series of new skills, perhaps achievable in few other ways. These may be principally physical skills, the ones traditionally associated with camping. On the other hand what is sought may be the interpersonal skills, living

with one's peers in an allegedly more relaxed and informal environment.

Presumably equally worthy, these images carry divergent implications and expectations. An important consideration is to what extent not only the camp director and parent but also the child share an understanding of these expectations. Undoubtedly the child is the most important member of this triad.

The child may see the camp as some kind of penalty, a deprivation. He may prefer to be with his parents either at home or on their trip. Alternatively he may prefer to remain at home in familiar surroundings with playmates or friends he knows and with whom he enjoys pleasant times. With motivation such as this, camp at least at the outset will be less than a thrilling, eagerly anticipated, experience.

On the other hand, the child may view the period at camp simply as a holiday, a freedom from accustomed restraint and responsibility. The kind of motivation supporting the "holiday" is more likely to produce resentment of the camp activities than enthusiastic co-operative response. In some cases, emerging from the motivation of the holiday, the camp staff may be regarded as servants with all the resultant problems of conflicting expectations and frustration.

Of course, there are many sides to this, not all of which are negative. The camper, even though unprepared for his new experience may enthusiastically welcome the change of scene realizing from it a rewarding and interesting opportunity for self-development. It would be naive to assume that the camper embraces this experience with such positive purpose. As a by-product however, of an enjoyable experience it is something to which thousands of campers attest.

It seems to the author that the results of the camp experience may often be less than satisfactory principally because the reciprocal preparation of the camper, the parents and the camp staff is inadequate, ineffectual or incomplete in other ways.

That the camp experience is a triad of relationships is certainly not a revolutionary thought. Yet when the needs of each party to the triad is unknown, unclear, or ignored, less than satisfactory results will be achieved. As an example when the camper anticipates a pleasant holiday, the parent anticipates an important learning experience for the child (by which is usually meant a correction of some patterns of behaviour in the child which the parent has been unable to correct himself) and the camp staff are faced with the blending of these somewhat divergent anticipations within a not too flexible program it seems obvious that some things might go awry.

Such evidence suggests that a great deal more time, energy and inventiveness ought to be devoted to more knowledge of the needs and expectations of the parties to the triad. Equally important is attention to the inter-relationships among the triad during the camp experience. Implied is the necessity for the acceptance of campers to be based upon the most detailed familiarity with the personal needs, strengths and weaknesses of the camper coupled with parent and camper expectations of the camp.

Of the greatest importance and most likely to be overlooked is the certain determination that the camper is aware of what other members of the triad expect of him, can do for him, and what he can reasonably expect to contribute and hence receive from camp.

—●

TELL US A STORY

MARY S. EDGAR

*A story is a magic key to a child's mind and heart.
Wise teachers and parents should make full use of it.*

ANGELO PATRI.

Last summer a group of counselors-in-training were gathered by the fireside in my cabin, for a talk on "The Art of Story Telling". It was the end of a busy camp day; the rain was beating against the windows; the fire burned brightly and the setting was perfect for stories. But I was scheduled for a *lecture* on story telling! Maybe it was a lucky break for the "Subs" that my notes had somehow been misplaced. "Just tell us stories instead!", they begged, "and some other time give us the notes." So that is what happened that rainy night. In the flicker of the firelight, I told story after story to a group of eighteen-year-olds, and no small child ever gave more rapt attention to a bedtime story than did those almost-grown-up campers.

They had probably heard most of the stories before, for the tales have been told and retold to each succeeding group of campers for many summers, but there was the same eager response—the thrill of expectancy—the shining eyes and the clamor for "just one more", which is an inspiration and unflinching satisfaction to any story teller. It was just an illustration of the accepted fact that we never become too grown-up to enjoy stories. Combined with woodfire and candlelight stories or

poetry can grip the interest and stir the emotions of any group, young or old.

It is because of the potential value of story telling in camp that we should place more and more emphasis on it in our evening programs. We should plan more opportunities for training and arrange to give counselors more chances to tell stories. Just as we learn to do by doing, so too, we learn to tell stories by telling them. Camp directors can give a great deal of encouragement to would-be story tellers by providing them with suitable stories to tell; by giving them suggestions about how to prepare and tell a story, and by arranging a definite time and place for them to meet their audience—perhaps at first a cabin group or a camping trip group, then a larger audience such as a section, and later possibly the entire camp group at a campfire or chapel service.

Eventually the missing notes on "The Art of Story Telling" were located. It is with the hope that they might be of interest to a wider group, that they are condensed in this article.

The art of story telling is the oldest art in the world. Long before there were books or scrolls written, there were stories told. In fact, that was the only

way the oldest tales of every race were passed on and preserved, though a tremendous wealth of material has been lost. In the early days of every primitive people and, in fact, through long centuries, the story teller was a very important person. What books, newspapers, radio, theatres and television mean to our age, the art of the story teller meant to an earlier age. He passed down the myths, the legends, the fables and the great stories of his country's heroes and history.

One of the great masters of the art of story telling was Jesus. His stories made a lasting impression on those who heard them. Some of the stories or parables were learned from His own keen observation, like the Sower, some perhaps, were experiences remembered from childhood, like the story of the Lost Coin. However, many, probably, were stories to which He, too, had once eagerly listened, like the Prodigal Son and the Talents. These stories were remembered and retold for many long years before they were written down and preserved for us.

In a later age of chivalry and adventure, the troubadour sang his ballads and the story teller told his tales in all the courts of Europe and Asia, and his was the seat of honor by the fire—sometimes in great castle halls and sometimes by the gypsyfire under the stars.

Compared to the past, story telling in the present day is almost a lost art. There are story hours occasionally on the radio and in children's libraries, but the story teller is, for the most part, a professional in an uncrowded profession. We must not, however, overlook the fact that a vast company of fathers and mothers still tuck their children into bed and cheerfully respond to the urgent demand for a story. Happy is the child who has memories of bed-time stories!

If there is any place, however, where the art of story telling should be properly revived, it is in the summer camp, where every year increasing numbers of boys and girls gather around the campfire, just as the primitive folk and the Indians and Pioneers did in the long ago. Away from the many competitive, commercial attractions of the city, the story teller regains his prestige and has amazing opportunities to transport a responsive audience to new worlds of adventure and romance.

Anyone can master the art of story telling, provided they are keen enough about it. The most important way to make a story interesting is to be really interested in it yourself. Therefore, choose a story you *like*. Memorize it, or at least familiarize yourself with the sequence of events. In imagination, see things happen in *technicolor* as you describe them. Know the plot so well that no small disturbance can throw you off the trend of the story. Remember that each story, well told, has a good beginning, a climax and a satisfactory ending. You need not apologize for telling the same story over and over again. If it is worth telling once, it is worth repeating.

There are many inherent values in story telling. There is a physical value. It is relaxing just to listen to a tale unfold. Bed-time stories, if they are not too exciting, promote a gradual drowsiness on the part of small children. It is

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A successful camp depends upon the discovery of what is first in camping and then upon putting it first. This sounds trite but it's right. A little more difficult is how to determine just what does come first in camping.

There are some confusing contrasts in the field of camping. Some say that camp should offer the camper adventure, spiced with the sting of danger and the thrill of risk. Others say that camp should offer security. Some point to camp as an opportunity to get out of doors. Others, meanwhile, are building deluxe dining halls and comfortable cabins. Some belong to the rough-it school, the let-the-rain-beat-in-your-face school. Others press hard for

of the individual in a highly complex community which involves the adaptive social function of anxiety, the professional services of such experts as psychologists, psychiatrists, group workers, case workers, dietitians, doctors, nurses, and counsellors who can fill in form 249D8. There are those who tell us that camping means getting away from the city. On the other hand, there are those who say. "Straighten those trails!" "Prune those trees!" "Let's go into town for a spree!" Some maintain that camp should present to the camper the joys of rest, sleep and leisurely living. Others are firm in the belief that camp should give the camper hills to climb, stiff swimming tests, back-breaking portages, trails that are crooked,

PUTTING FIRST THINGS FIRST . . .

WILBUR K. HOWARD

Boys' Work Secretary

Ontario Religious Education Council.

greater safety, better sanitation—keep your feet dry. Some tell us that camp is important because it is a complete change from school. Others are equally vocal in asserting that camp is the most significant twentieth century educational technique. Some contend that camp should offer campers a permissive atmosphere—freedom from supervision. Others are busy defining the responsibilities of Camp Directors, program directors, sectional directors, unit directors, counsellors, assistant counsellors, counsellors in training, campers in training for counsellors in training. Some have maintained that camping is simple living in the outdoors. Others have avowed that camping is the adjustment

callouses on the palms. And then there are those who hold out that camp should take the camper away from the strains and stresses of civilization only to be completely frustrated by those who contend that camping must save the world.

However, in spite of confusing contrasts and conflicting opinions, there is one important common factor in the field of camping—human personality. The end product in camping is not a tin of tomato soup, a plastic bowl or a frigidaire. It is human personality. It would seem reasonable to suggest, then, that what we put first in camping is *the highest development of human personality.*

Putting the highest development of human personality first puts camping in line with the greatest purposes and ultimate achievements of mankind. It gives camping a purpose that money can't buy or rules can't force. It gives camping a purpose that is bigger than camping itself.

What does putting the highest development of human personality first mean for the camp owner? It means that the camp owner, like the school teacher, the social worker or the minister, must be motivated by a desire to render unselfish service through helping his fellow man.

What does putting the highest development of human personality first mean for camp leadership? It means that in approaching a potential camp leader your primary concern will not be, has he had any camping experience, but rather, how does he stack up in the business of living?—has he got the ability to influence significantly the attitudes and behaviour of other persons? It will mean not only a careful examination of written references but a knowledge of the ability of the persons who gave the references. It will mean the follow-up of written references with personal conversation. It is surprising the things that people know that they would never think of writing down. It will mean securing references that will tell you something about the *total personality* of the potential leader, not just one or two outstanding things in which he excels.

Being concerned first about the highest development of human personality will mean a new status for the counsellor. It is in the small tent or cabin groups that campers are most influenced. The counsellor in his field must be just as much an expert as the riding instructor, the swimming instructor or

the camp nurse. The counsellor must understand the campers with whom he works. He must have a genuine liking for his campers. This will be indicated not only in the way he acts when he is with his campers, but also the way he talks about his campers when he lets down his hair in front of his fellow counsellors. The counsellor must have the necessary know-how regarding the philosophy of camping, group work, the techniques of leadership. If the counsellor is expected to keep neat and accurate records, he must be given adequate facilities to do so efficiently. Help in regard to records is indicated if the records take so much time that the counsellor is forced to be away from his cabin group when the group needs him. This paper curtain between counsellor and cabin group must be done away with. It may mean introducing better and quicker ways of doing records such as the use of dictaphones, tape recorders, stenographic help.

What does this primary concern for the highest development of human personality mean for the camper? It means that the campers have a real share in the running of the camp. Wilbur C. Hallenbeck, of Teachers College, Columbia University, has said: "One of the things most devastating to human personality is that characteristic of our modern world which has deprived individuals of their right to have something to say about what happens to them." Houseman said the same thing in another way—

"I am alone and afraid
In a world I never made."

This concern about human personality means that every camper will be recognized as a unique individual. It has been said that nature never makes

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How Safe is Your Water?

*Reprinted from a bulletin issued by the
Ontario Department of Health.*

"When is a water supply safe for drinking and domestic use?" This is a question that is asked frequently. It is a very real problem for the householder in the smaller places and in the country, as well as for the vacationist and tourist. To answer this question two suggestions are offered. The first is to have a sample of the water analyzed at one of the laboratories of the Provincial Department of Health, and the other is to learn how wells and other water supplies receive pollution, and how they can be protected.

The Provincial Department of Health operates laboratories at the following centres: Toronto (main laboratory at 360 Christie Street), London, Peterborough, Kingston, Ottawa, North Bay, Sault Ste. Marie, St. Catharines, Timmins, Fort William, Kirkland Lake, Kitchener, Stratford, Kenora, Orillia, Cornwall, Sarnia, Windsor and Woodstock. Sterile bottles for collection of samples may be obtained from any local health officer or by addressing a request to "The Branch Laboratory, Provincial Department of Health", at any of the above centres. Full information accompanies the container. Reports on these analyses furnish useful information, but it is well to keep in mind that the bacteriological content of water may vary from time to time, and a correct interpretation of the quality can be made only after several samples, taken over a period of time, have been examined. One good analysis does not necessarily mean safe water.

When water shows contamination it is well to determine the origin of the pollution, and by what channel it

reaches the supply. This is not difficult when knowledge on probable sources of contamination is available.

Rural water supplies are taken chiefly from shallow dug wells, and these offer the least resistance of any type to drainage and contaminating matter. It is known that the most common portals through which pollution may reach a well are, (a) the top and sides near the surface, and (b) the underground drainage or water supply feeding the well. The latter is uncommon except where the well is constructed in fissured rocks or where the ground water is close to the surface.

Pollution of shallow dug wells through the tops and sides is by far the most common occurrence. When these are not watertight, rain-water and splashings from the pump spout will carry into the well any dirt and germs which have been left on or near the well by animals and from other sources.

These wells can be protected readily against surface drainage. The top, and the sides for a distance of ten feet below the surface should be watertight. Care is needed to ensure that no drainage can enter around the pump base or at the manhole in the top.

Disinfection of Wells

A temporary method of disinfecting a well consists of emptying the contents of a small package of chloride of lime (about 12 ozs.) into a pail, adding a little water and mixing to a paste, care being taken to break up all the lumps. The pail is then filled with water and the contents stirred and allowed to settle to the bottom. The supernatant

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Camp Counsellors

Should be Camp Counsellors

*Mary L. Northway,
Institute of Child Study,
University of Toronto.*

The modern camp counsellor apparently should be a mixture of Superman and an archangel. It has been suggested that he be trained, presumably at the graduate level in sociology, psychotherapy, group dynamics and perhaps even nuclear physics. He is also expected to possess personality characteristics of intelligence, interest, honesty, tact, perseverance, diligence, tolerance, sympathy and, for good measure, a fine sense of humour. In time, perhaps, the human species will evolve such creatures; meanwhile, camp directors who want a staff must choose ordinary human beings and accept the varieties of virtues and frailties inherent in them.

As long as we have to use human beings for our counsellors, we must expect them to have both variety of training and variation of personality. But among the many possible assets the camp counsellor may have, it seems to me that he must have two: ability to camp and ability to counsel.

To camp means to live simply in the outdoors and to enjoy it. For many city dwellers this is not easy. One has to be clever to live simply. And one has to know, understand and love the outdoor world to be comfortable in it.

The counsellor should therefore possess the skills for outdoor living which his particular camp situation requires. Camps themselves vary from the sum-

mer hotel to the barracks, from centralized regimentation to decentralized primitive living, from the school to the holiday, from the expensive to the free; some being situated in the lake country, others in the mountains or fields. One is reminded of the four-year-old who, seeing a St. Bernard, asked his mother; "What's that?" "That's a dog, dear; you know what a dog is." "Yes", he replied, "but some dogs look like dogs." So some camps look like camps, but within the species there is as much variety to be found as amongst different breeds of dogs.

It is difficult, therefore, to say just what skills the camp counsellor must possess, other than that he needs those which are appropriate to the type of camp. If he goes to a camp in the lake country, he should be able to manage boats, to feel secure in and on the water, to build fires, pitch tents, cook meals and to understand the weather. He should feel comfortable and know how to help his campers live comfortably in the out-of-doors life of his camp. Camping skills are important, not as ends, but means to satisfy outdoor living.

As well as skills for outdoor living, he should be interested in the outdoor world. This does not mean he should be a "nature study expert", but rather, that he should be curious about the natural world. He need not send his

campers to gather ten different plants and know their names, but he should feel the delight, which is contagious, in seeing plants grow, in watching the changing colour of the countryside, in appreciating the intricacies of tree growth and decay, in making effort to improve the natural resources of the camp site, in understanding the wider implications of conservation. He should know the value of time spent in doing nothing but watching. There are such good things to watch in the outdoors—waves breaking on beaches, stars gradually appearing in their constellations, northern lights, a sandpiper by the shore, skylines and the great white clouds on a blue summer day. There are good things, too, to hear—the loon's cry, a whippoorwill, the wind in the tops of the pine trees, the very strange silence of a still night.

So often at camp there is no time left to stop and smell wood smoke or touch the softness of sphagnum or a clover patch on a hot summer day. "Program" is often so full there is no time left for living. Yet from enjoyment and observation of the outdoor world, interest is aroused in "why things happen" and from such why's, questions basic to science, philosophy and even religion are aroused—questions fundamental to the nature of the world and the human being's place in it. The first quality, then, a counsellor must have is to be able to camp—to know how to live in the outdoors and to be interested in the natural world.

The second quality a counsellor should have is the ability to *counsel*, to guide children's development subtly yet surely. This depends primarily on the counsellor being interested in children—more interested in children than in himself. It is fairly easy to thrust one's own interests on children, more difficult to become interested in theirs. For children's interests are definitely "childish". And many counsellors, because of

their own insecurities, feel it is slightly undignified to be concerned with the trivial activities youngsters enjoy.

A college undergraduate at camp may find himself in charge of a group of five-year-olds. Filled with his own enthusiasms, he resolves to get these guys toughened up into athletes and turned into miniature replicas of himself. So he herds them down to boat practice, boxing, or takes them on endurance hikes. Through the use of badges, prizes, marks or the persuasion of his own dynamic personality, he inculcates "interests", but they are *his* interests.

It is a much more difficult task to be interested in the interests of his campers. The young adult seems to forget what it was like to be a child. Later, one again remembers. So if the counsellor cannot recall what it felt like at five to jump into fresh hay in a nearby farm field, or build a sand castle with a moat around it, or swing from trees, his best policy is to sit back and watch and listen. It is very difficult to recall the thrill of fishing for shiners or wading up a stream to see where it goes, or putting on a play that has seven acts in five minutes and no conclusion. But these may be of vital importance to the young child. The counsellor may say: "If we just let those youngsters play around at these things, they aren't learning anything." Aren't they? Perhaps they are learning to enjoy life and to discover the possibilities of expressing interest in happy, constructive activity. Indeed, it is a travesty of adult modern life, we are so busy with recreation we have no time for play. We take so long being educated, we never get around to living.

If the counsellor has forgotten what children like to do, he may also have forgotten what it feels like to be very young. To a child the camp dining

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Starting

A

Sailing

Program

*by Sailing Program Adviser
O'Day Associates of Canada Ltd.*

As sailing rapidly becomes the biggest mass participation sport in the country, more organizations, clubs, recreational centers, and educational groups find themselves inquiring into the possibility of setting up a sailing program. The fact that sailing is now a competitive sport in better than 150 colleges and schools in the United States and Canada, has only heightened the interest in this sport.

Before the advent of fiberglass, the problems of maintenance of sailboats prohibited many from even considering a sailing program.

Anyone who has observed a group of youngsters learning to sail soon realizes that there are few other sports which offer more of a challenge and at the same time show him or her the important lessons to be learned in good sportsmanship, such as coordination, cooperation, responsibility, judgment, etc.

What are the essentials of a sailing program at a camp?

Perhaps the first essential for any kind of a boat program is equipment, and number one on the list of equipment is, of course, a body of water. Second on the list of essentials in equipment is a fleet of boats. How many boats actually depends pretty much on how many campers there are. In addition to a fleet of sailboats, a launch is an absolute must for use in towing boats and supervising a class. For the launch, any kind of a powerboat is suitable, even a rowboat with a small outboard on it. Other equipment would include a storeroom or shed for equipment, such as sails, rope, repair materials, etc. Also, there should be some suitable place to dry the sails and to give blackboard instructions, both indoors and outdoors.



Among the facilities, it is helpful if there is a dock of the simple "L" or "T" design, preferably with an apron along the landing face so that the rigging will not be damaged by any part of the boat passing beneath the edge of the dock. The dock height above the water should be such as to facilitate easy and safe boarding and to provide convenience in making dock-side adjustments to rigging. It is also advisable to have a raft that may be moored offshore for practice landings from all directions regardless of wind direction.

Other facilities which need to be considered is space which can be used for accessory equipment such as oars, oarlocks, one or two bilge pumps and boat sponges, some bailing cans or scoops.

The problem of an instructor for a course in sailing can be solved with a college student who has graduated from a junior sailing program at a boat, yacht club, or camp and who may be currently participating in collegesailing. The Red Cross conducts a small craft school course in sailing to which many camp directors send their counsellors for training in the execution of a sailing program.

The kind of sailboat for use in such a program depends a lot on the size of the camp, the age of the students, the location of the camp, and the budget. Most youngsters can be taught to sail in any type of sailboat, although one with a jib is naturally preferable to a catrigged boat. Young people learn to sail very fast, and once they have mastered a catrigged boat (which has only one sail), they are restless and eager to learn to master a sloop rigged boat which carries two sails, the mainsail and jib. Anything under 18' is acceptable, and whether you decide to buy a fleet of ten 8' to 10' boats, or three

16½' boats depends a lot on where the sailing is going to be done and whether you want to have racing included in your sailing program or just a course in the fundamentals of sailing.

As far as a schedule of classes is concerned, because of the vagaries of wind conditions and the time necessarily consumed in rigging and subsequently securing all gear, two hour sailing periods are recommended. Shorter periods, necessary because of the scheduled activities, are practicable only with very good planning. In camps the scheduling of these periods will be somewhat predetermined because of the many other camp activities. It is wise to take into account the wind habits on a given body of water so that scheduling a sailing class for a time of day that is characteristically calm may be avoided. If more than one group is taking sailing instruction during the day, some sort of rotation system would be best so that one group will not get sailing weather that is regularly superior to the weather during the time the other group meets.

No student should be enrolled who does not know how to swim, a minimum of 50 yards, and every possible precaution in safety should be taken in working with students of sailing. It is a well known fact that far fewer drownings are associated with sailboats than in any other small craft. The reason for this is that the beginning sailor does not permit himself to go out on the water without knowing what the hazards are and taking the necessary precautions to deal with them.

In setting up a course in sailing, the material to be covered in a series of eight lessons of two hours each, might be set up as follows:

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The term, "Park Interpretation" is comparatively new in Canada and probably requires an explanation. It may be defined as the art of imparting, to park visitors, accurate information concerning the park environment which includes geology, topography, climate, soil, flora, fauna and human history. The term, "interpretation", although academically correct, is not in general use and perhaps "Naturalist Program" is more meaningful to park visitors.

The methods employed in park interpretation consist of museum exhibits, outdoor exhibits, labelled trails, conducted hikes, illustrated lectures and publications. The aims of these services are to familiarize park visitors with the park and to provide the basis for a greater understanding of the natural environment. From this understanding comes a deeper appreciation and more enjoyment. The park, therefore, becomes more meaningful.

The Department of Lands and Forests began its provincial park interpretive service in 1944 in Algonquin Provincial Park. Today, there are five complete programs of museums, labelled trails, conducted trips and illustrated lectures in Algonquin, Rondeau, Sibley, Quetico and Presqu'île Provincial Parks. In addition, there are outdoor exhibits to tell the story of pioneer logging in Algonquin Provincial Park, the geology of Craigleith Provincial Park and the archaeology in Serpent Mounds Provincial Park. Also, Sibbald Point Provincial Park has the historic house which contains the Sibbald Memorial Museum and another museum on Nancy Island, near Wasaga Beach Provincial Park, tells the story of H.M. Schooner, Nancy.

A museum and its exhibits present the visitor with a brief capsule of the park and emphasize the significance of that particular park. The visitor's attention is drawn to the main points

Park Interpretation

by Alan F. Helmsley



of interest and he is encouraged to see them first hand while he is in the park. The museum, therefore, provides the key and the introduction to the park. In each park museum the exhibits are confined to the interpretation of the specific park. Collections and exhibit material which are not significant in this purpose are omitted.

Reference collections are not on display but are accessible upon request for the more serious visitor. Gradually, as the collections of plants and animals increase, a complete story of the park's flora and fauna is developed.

A very useful interpretive method is the outdoor exhibit which may be located at the actual site to be interpreted. The use of maps, diagrams, texts and photographs explains exactly what the visitor is seeing in that particular place.

All trails leading through natural areas are nature trails. Although they provide access to such areas, they do not offer interpretation. To meet this

need, labels drawing attention to and explaining the various natural history aspects of the trail have been devised to make the trail more meaningful. Along such trails are labelled the various mosses, ferns, herbaceous flowering plants, shrubs and trees. Every opportunity is taken to point out evidences of wildlife and stress is placed upon the dependence of animals, in general, upon plant life which, in turn, depends upon soil and climate. The different types of forests are pointed out and visitors are made aware of the history of the forests.

The labelled trail is popular because visitors may use it in their own time, at their leisure. Some visitors merely use it as a walking route. Others study the labels and visit the trails many times.

The conducted hike has the advantage of personal contact between visitors and the park naturalist. The latter may gear his interpretation to his group which may be all children, all adults or a mixture of family groups. In any event, the conducted trip is a treatment of the trail environment and all its life as it appears along the trail. Visitors are encouraged to ask questions and the whole procedure is most informal. Conducted hikes are publicized widely throughout the parks with schedules of the meeting places and times during July and August.

Illustrated lectures or talks, really, because they are quite informal, have an important place in park interpretation. They may be used to present certain aspects of the park environment which are not available during the summer. Visitors particularly enjoy seeing pictures of the park in the spring, autumn and winter. The talks also form a contact with visitors who are not free, or are not able to participate in a conducted hike or to visit a labelled trail.

Publications make a great contribution to park interpretation in that they may be sent to visitors who can prepare for their park visit. Also, visitors may keep the publications for reference. Most interpretive literature consists of check-lists of the flora and fauna of certain parks. This provides a guide to the plants and animals which are found in the park.

It is difficult to measure the success of park interpretive programs. The public response, as indicated by the ever-increasing attendance figures, has been great. This, perhaps, is some measure. In 1960, the attendance at park museums was 283,000; the nature trails were used by 47,000 park visitors, conducted hikes attracted 7,000 people and the illustrated talks were attended by 24,000 visitors. In addition, a number of children's camps were visited by park naturalists, mainly in the Port Arthur area in Sibley Provincial Park.

The most activity in children's camps occurs in Algonquin Provincial Park where there are seven such camps. In former years, each camp was visited by park naturalists who gave illustrated talks and, on occasions, conducted hikes for children about the camp area. Due to staff demands and the increased use of the public program in Algonquin Provincial Park, these visits had to be cancelled. Instead, counsellors were urged to attend a special course for nature counsellors so that they, in turn, could carry on a naturalist program in their camps.

Nature work is gradually increasing in most children's camps where for many years the emphasis has been on water sports, drama, choirs, handicrafts and the numerous other program activities. Little attention has been paid to the natural environment which makes the camp environment possible. Usually, children returned to their homes with little knowledge of/or experience in the outdoors, itself. One

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CANADIAN CAMPING ASSOCIATION
and
ONTARIO CAMPING ASSOCIATION CONFERENCE
PROGRAM OUTLINE

King Edward Hotel, Toronto - March 22-23-24, 1961

Thursday, March 22

8.00 p.m.—Elizabeth Room—Canadian Camping Association Annual Meeting

Friday, March 23rd

Registration 8.15 to 9.00 a.m.

Morning—two sessions. 9.00 a.m. and 10.45 a.m.

Dr. Mary Northway—"The Camper—1961".

Afternoon 1.30—New Directors—Building and Maintenance—W. Bert-
ram Danson.

The Junior Camper—Elsie Palter.

The Intermediate Camper—Jack Eastaugh.

The Senior Camper—Ted Yard.

(The above sessions on campers are an extension of
Dr. Northway's sessions.)

3.45—What's new?—Barry Lowes.

New Directors—Administration, etc.—Clifford Labbett.
Camp Craft for Directors—Catherine Hammett (Past
President of A.C.A.).

7.15—Social Hour (A special opportunity for the members to
meet their Executive).

8.00—Standards—Progress report by David Palter.

Guest Speaker—Paul Provencher.

Film—"The Direct Method"—artificial respiration—
mouth to mouth.

Exhibitors' Social Hour.

Saturday, March 24th

Registration 8.15 - 9.00 a.m.

9.00—Camp Craft—Catherine Hammett.
Pre-Camp Training—Elizabeth Raymer.
Special Days—Margaret Govan.

Nature Lore—Brian Blackstock and staff of Island
School.

Swimming—program, etc.—June Labbett and panel.

11.00—Arts and Crafts—R. Cope.
Waterfront Construction—M. McMartin.
Canoe Tripping Practices—P. Gilbert.
Nature Lore—Brian Blackstock.
Camp Craft—Catherine Hammett
Kitchen Problems—panel.

Lunch 12.15—Central YMCA (\$1.50). Guest Speaker — Gunnar
Peterson—"Day Camping Looks Ahead".

Open Meeting for all people interested.

2.00—"The Camper"—leader to be announced.

Canoeing—University Settlement Pool—Kirk Wipper.
Building and Maintenance—Leader to be announced.

Evening Program—leader to be announced.
 Red Cross—open discussion on aspects of program.
 Day Camping—
 Program Planning.
 Staff Training.
 Day Camp Sites and Facilities.
 Day Camp Practices.
 C.I.T. Report—Margaret Walker.
 R.L.S.S.—The New Look.
 Vesper and Chapel Services—Rev. D. Bradford.
 Survival and Existing in the Wilderness—Kirk Wipper.
 Photography in Camp—Don Virgo.
 Day Camp Forum—Gunnar Peterson.

Banquet 7.00—

Canadian Court —Guest Speaker—Mr. Wilbur Howard.

. . . Conference Speakers . . .

MARY L. NORTHWAY, Ph.D.

Dr. Northway is Assistant Professor, Department of Psychology, University of Toronto and Supervisor of Research at the Institute of Child Study. For many years on the staff of Glen Bernard Camp, Dr. Northway became an expert in the field of sociometry, the first study of which was done in a summer camp setting. She still enjoys the camping life but now likes to have it accompanied with increasing measures of comfort for herself and her friends. During the past year she has been active as President of the Northway Company. Dr. Northway is the author of over 100 publications in the form of articles and books, chiefly on the subjects of sociometry and camping.

Catherine Hammett

Miss Catherine Hammett is Director and Co-Owner of Derrybrook, a Training Center for Outdoor Living in Vermont. Former camper, counsellor and Director in Girl Scout Camps in the U.S.A., Miss Hammett is, at present the Program Director for 1962 Senior Girl Scout Roundup—a gathering of 8500 High School girls and 1500 adults—to be held in Vermont. She is the author of *Your Own Book of Campcraft*, co-author of *The Camp Program Book and Creative Crafts for Campers*, *A Director Trains His Own Staff* and many articles and pamphlets on camp leadership, campcraft skills and camp programming. Past President of ACA.

Wilbur Howard

Mr. Wilbur Howard is, at the present time, Associate Editor of *Sunday School Publications* for the United Church of Canada. A graduate in Theology from Emmanuel College, Toronto, Mr. Howard was ordained in 1941. Long a friend of camping, he is well-known for his outstanding contributions to the work of young people throughout the country.

Gunnar Peterson

Mr. Gunner Peterson is the Director of Outdoor Education for the Chicago City Missionary Society. He came to the Society's staff in 1958 from the faculty of George Williams College, Chicago where he was Director of Student Activities and Assistant Professor of Camping and Recreation. Mr. Peterson is the Past President of the Chicago section of the American Camping Association and the current national vice-president of the A.C.A.

Paul Provencher

Mr. Paul Provencher is one of the greatest living authorities on Canadian wild life. He has spent the greater part of his life in the woods and on the lakes and rivers in remote parts of Canada, and brings to his lectures, articles and books all the romance of a twentieth century voyageur or coureur de bois.

AN OPEN LETTER TO PARENTS RE THEIR CHILD'S HEALTH

*Adapted from an article in
Town Talk About Camps*

by Joy M. Ballard, B.A., M.D.,
Camp Doctor,
Camp Waseosa, Huntsville, Ontario.

Dear Parent:

Nothing spoils a child's summer faster than a prolonged stay in the health center. At camp we make every effort to ensure that your child has a safe, healthy summer. To achieve these goals we engage a competent medical staff for our well equipped health center, which is inspected by the Department of Health and maintain the highest standards of sanitation, nutrition and supervision.

You can play an important part and help greatly to insure a healthy, happy holiday for your child by reading this letter carefully and using the suggestions as a guide.

Prior to the day of departure the camper must have a medical examination by the family doctor and arrive at camp with a signed Health Certificate. June appointments for a medical examination should be made well in advance. February or March is none too early to reserve a date, since doctors are burdened with such appointments just before camp opens.

The camp provides a medical health form, which, when filled out, presents a concise but complete history of your

child's health. The parent will carefully indicate in the camper's childhood diseases, recent operations, allergies, as well as need for, and dates of, immunization shots. If your child is known to be allergic to any drugs or medication — e.g., sulpha, penicillin, Tetanus Antitoxin—these should be listed.

Some children are allergic to bee or wasp stings or other insect bites; others are subject to annually recurring attacks of poison ivy. If any such condition exists, the camp doctor or nurse should be advised.

If the child is receiving any regular medication of any kind, a sufficient supply of it, enough to last for the length of his stay at camp, should be sent, along with instructions as to the dosage. All medicines should be handed directly to the camp director, doctor, nurse or senior staff person in charge. If medicines are packed in the child's baggage, a note to that effect should be sent to the director, so that the counsellor may deliver them to the medical staff who will dispense them as directed.

Give details of any possible dietary restrictions the child may have—i.e.: allergies to certain foods. Every effort

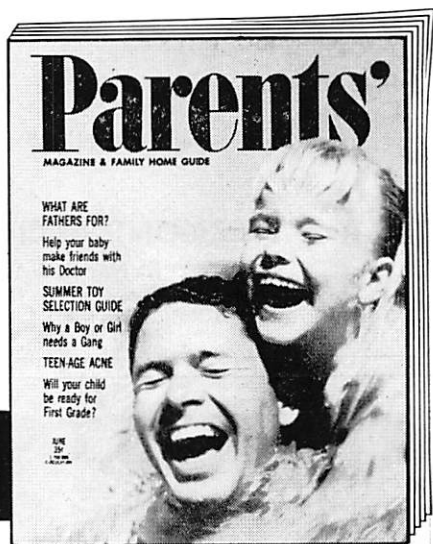
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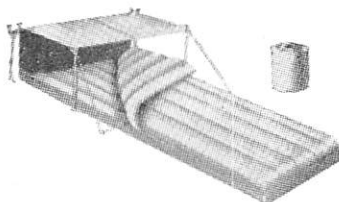
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from page 64

is made at camp to see that the child receives a balanced, nutritious and appetizing diet. Some children have very strong likes and dislikes as far as foods are concerned, and will refuse necessary food just because they do not care for it. As a matter of principle, the child will be encouraged to eat a small portion of everything unless he is known to be allergic to a specific food.

If the child is unduly susceptible to sunburn, send sunburn lotion or cream with him, with instructions to use it regularly whenever he is apt to be exposed to the sun. Please send such lotions or creams in tubes or plastic bottles. Glass bottles break and could cause dangerous cuts.

Every camper should go to the dentist prior to departure for camp, and have any necessary work performed. If an orthodontic or other dental appliance is being worn, information should be sent to the director or doctor as to the care of it, with instructions about steps to be taken in case of breakage. If certain foods are to be avoided, this fact should be mentioned.

Children who wear glasses should be equipped with an extra pair in case of breakage; these should be given to the medical staff or director: or, a copy of the eye glass prescription would be satisfactory, so that new glasses or lenses may be ordered in the nearest town or city.

Do not send Band-Aids, headache pills, etc., with the child. All such medications are readily available at the camp and should be dispensed only by the medical staff, since they are responsible for treatment of all ailments. It should be stressed here that the indiscriminate use of headache pills should be avoided. Since a headache may be a symptom of any number of

things such as overexposure to sun, overfatigue or the onset of some illness, it is better that the child be examined by the doctor or nurse.

It cannot be stated too emphatically that if the child has been in contact with anyone suffering from any of the communicable diseases (measles, mumps, chicken-pox, scarlet fever, etc.), the camper should be kept at home until the quarantine period is over. And of equal importance, if the child develops any signs of a cold or sniffle or upset stomach just before his departure for camp, it is best to keep him home until the family doctor has seen him. It is not fair to the child or the campers to place a sick one among them.

One final word; please enter on the medical form the number of the family hospitalization policy and/or insurance policy. This is not to cause panic. It is only a help to the camp director, and may save embarrassment should the child need attention at a hospital for the most minor emergency.

In so many thoughtful and simple ways, parents can help to make the summer a happy one for both the camper and the director.

Thank you for your co-operation.

Yours sincerely,

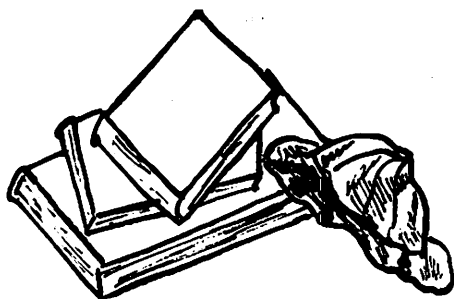
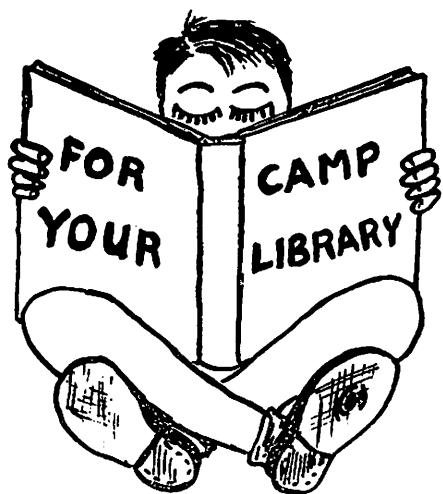
A. Camp Director.

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Editorial Footnote: *In Ontario, there is no quarantine for contacts of persons having Chicken Pox, Mumps, Measles or German Measles. Your Medical Officer of Health or the family doctor can inform you of the regulations governing other communicable diseases.*

Should camp directors wish to enclose this information with application forms to parents, copies of the original copyright article may be obtained through Mrs. G. W. Flynn, Town Talk About Camps, 23 Dunbar Road, Toronto 5. 15¢ per copy or \$10 per hundred.

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FUNDAMENTALS OF DAY CAMPING

by *Grace L. Mitchell*

Written for the American Camping Association by the chairman of its National Day Camp Committee, this book will fill a wide gap in the shelves of any camp library. So few books are written on the topic. This one goes into the whole area of Day Camping so thoroughly that it covers selection of site, administration, program, safety, food, buildings, staff, with a well-program is outlined in such detail that many a resident camp director and counsellor will glean new ideas for this year's projects. G. R. WELCH AND CO., ETOBICOKE, ONT. \$4.50.

100 TO DINNER

by *E. Middleton, M. Ransom Carter and A. Vierin*. Published by UNIVERSITY PRESS, TORONTO.

This book contains quantity recipes of proven merit. First issued in 1947, a steady demand has caused it frequently to be reprinted and it is now reissued in a new, much enlarged edition.

Anyone who has the job of providing attractive, nourishing meals for large numbers of people will find this book extremely useful.

For your information, the following literature is available at the Ontario Camping Association office. These articles are known to be of worth to you, your section heads, activity heads and all members of your staff.

HOMESICKNESS—Dr. Taylor Statton. A Symptom Complex related to Separation from Home. 2 for 15¢.

THE COUNSELLOR'S JOB AT CAMP—Mrs. Ralph Raymer. 2 for 15¢.

FATIGUE—Dr. J. H. Ebbs. A Major Health Problem in Camps. 2 for 15¢.

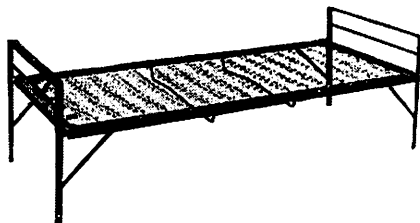
CANOEING—Mary Porter. A Canadian Heritage: Part 1, Its Romantic Origin; Part 2, Its History and Development; Part 3, Its Modern Aspects. 2 for 15¢.

SOME THOUGHTS ON CANOE TRIP CAMPING—Douglas Lloyd. 2 for 15¢.

IT'S WISE TO SUPERVISE—compiled and edited by Alan Klein and Irwin Haladner. \$1.00.

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ETHEL F. BEBB, Camp Editor

REDBOOK MAGAZINE, McCALL CORPORATION

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an excellent custom in a junior camp to have stories told in each cabin for about twenty minutes after the children are tucked into bed. There is a tendency to settle down more quickly and it provides insurance against homesickness.

There is an educational value as well. Stories reveal life in different surroundings and various periods in world history. Like a magic carpet, a story can transport one to far-away lands and long-ago days, and one can relive the dramatic experiences of the great men and women of fiction and biography.

A good story may have tremendous influence in character building. Through the strivings and courage, the daring and idealism of others, we are often inspired to emulate their deeds.

There is a vast wealth of material available. Many modern children's books are enchanting. Many of the oldest tales are being republished and dressed up with beautiful illustrations. Let us not neglect poetry. The stories in narrative poems are easy to learn. There are ballads with a rich store of excitement and romance, and many nonsense rhymes are popular in camp life. The range of fine stories is almost unlimited.

The ideal story teller is one whose love for life gives zest to what he says and does, whose sense of humor is unfailing; one who has a sympathetic interest in all kinds of people, and a sense of wonder for the amazing out-of-doors. From his art of story telling, he not only gives lavishly of entertainment and inspiration, but he gains rich rewards for himself, and is humbly grateful that he is a channel through which may pass to others some of the treasures of the story world.

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from page 54

the same mistake twice—she made each one of us different. The camp program, therefore, will be tailored to fit and all individuals will not be forced into a common pattern.

In a camp where the highest development of human personality is put first, there is increased responsibility placed on the individual. Within sensible limits of health and safety, the camper is given opportunity for making decisions and choices. This is not done for him by rules and regulations imposed from above or rigid traditions and observances imposed by past history. In the facing of personal problems, ready-made solutions are not handed to him but rather he is helped to help himself.

While this putting of the highest development of the human personality first seems like a fairly obvious thing to do, it is not as easy as it seems. Like the fact that there is plenty of room at the rear of a crowded Toronto street-car, it is sometimes easier seen by an outsider. Then, too, under pressure from immediate things around you, it is not always possible to put into practice right away the course of action that you know to be best. In addition, we are living in a modern world where human personality is often crushed by economic exploitation, poverty, greed, racial prejudice, wars.

Nevertheless, difficulties to the contrary, human personality is the most valuable thing there is. Dr. Arnold Gesell has been quoted as saying that the future of civilization depends upon the recognition of the dignity and worth of man. As camping people it is our privilege and challenge to work with human personality — "the strongest, most creative force now present in the world."

—●

Sermons Under The Sun

THE PRAYER OF A CAMPER

God of the Hills, grant me Thy strength to go back into the cities without faltering,
Strength to do my daily task without tiring, and with enthusiasm,
Strength to help my neighbour who has no hills to remember.

God of the Lake, grant me Thy peace and Thy restfulness,
Peace to bring into a world of hurry and confusion,
Restfulness to carry to the tired one whom I shall meet every day;
Content to do small things with a freedom from littleness;

Self-control for the unexpected emergency and patience for the wearisome task;

With deep depths within my soul to bear me through the crowded places:
And the laughter of the sunny waves to brighten the cheerless spots in a long winter.

God of the Stars, may I take back the gift of friendship and of love for all. Fill me with a great tenderness for the needy person at every turning.

Grant that in all my perplexities and every-day decisions I may keep an open mind.

God of the Wilderness, with Thy pure winds from the northland blow away my pettiness.

With the harsher winds of winter drive away my selfishness and hypocrisy, Fill me with the breadth and depth, and the height of Thy wilderness; May I live out the truths which Thou has taught me, by every thought and word and deed.

1961 BOOKS FOR CAMPS

| | |
|---|--------|
| MANAGING THE YMCA CAMP by J. A. Ledlie A handbook of good practices in administration and operation of the modern residential youth camp. | \$4.95 |
| LIVING LIKE INDIANS by A. A. Macfarlan New activities for adventuring Americans . . . more than 1000 indoors-outdoors ideas and projects from authentic American Indian lore. | \$6.95 |
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IN QUEST OF ANSWERS

by Hart M. Devenney, M.A.

Each year about this time a Steering Committee meets to plan the Annual Non-Profit Camp Directors and Committee Members Workshop which is held at the Ontario Camp Leadership Centre (Bark Lake) near Irondale, Ontario.

Over the past five years a very practical approach to problem-solving has been carried out by dedicated camping groups. They are dedicated in the sense that for the return on their investment of time and energy they have in results only the good feeling of accomplishment. These many and widely divergent camp groups have been representative of churches, social agencies, boy scout and girl guides with a sprinkling of other types of social service associations.

A little over five years ago a small steering committee of individuals felt that a week-end workshop should be held in a camp setting together with other individuals, who for a short period each summer were attempting to provide a camping experience for children of various age ranges, both boys and girls. Albeit their responsibilities were for short periods of perhaps two weeks, the problems of maintenance, of program, of leadership and of finance, were always with them. They faced, in different degree, but all quite real, the need for adequate provision of food services, for facilities and equipment in varying amounts.

In many cases it was a trial and error kind of management which all too often caused headaches. Each year it seemed, at camp time, these peculiar migraines appeared to plague the vali-

ant. The answers to their problems did not come easily for there was a dearth of knowledge and experience, although interest and concern abounded.

Could, then, there not be value in the suggestion of bringing together those of like mind to share and to learn? There would have to be guidance, of course! There were many popular and qualified camp leaders, it was found, who would be only too willing to give of their time and energy to improve the camping picture. But where to go for this exciting project?

The Steering Committee discussed their problem and need with the camping personnel of the Physical Education Branch in the Ontario Department of Education. It was suggested that the workshop might be held at the Ontario Camp Leadership Centre, the Department's Summer Training Camp for Leaders-in-Training, which is located at Bark Lake, in the Haliburton Highlands. In due course practical help was extended to the Steering Committee when the use of this excellent camping site was made available to them.

The financing of the project came from two or three sources. The Department of Education, besides providing the site, gave a small grant-in-aid for meals. The organizations and the associations underwrote the transportation costs of selected representatives. Although the first workshop was attended without fee, subsequent delegates have paid a small registration fee which has been used to defray the costs of special leadership and other incidental costs for program equipment, etc.

turn to page 74

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It was recognized right from the start that full and complete answers to all practical problems would not result to those who attended. At the various workshops there has been a forthright recognition of inadequacies and a resolve to try and correct them. There has been a realization that organized camping is something more than just sunshine. At all workshops a worthwhile resolve has been made to see that more effort and attention can be paid to the need for trained leaders by short term camp directors and committees. Accordingly the camp directors have been sponsoring the applications of their most likely senior boys and girls, who have the necessary pre-requisites for the submission of applications, to attend the training period at the Ontario Camp Leadership Centre held in July and August.

As the new camping seasons have rolled around new horizons have been opened up and the workshops have taken a look into such things as "Adventure in Camping", "The Camp of the Future", "The Need for Leadership Training", "The Problem of Finance in the Non-Profit Camp", and so on.

The real marks of the workshop which have been imprinted on the minds and hearts of those who have attended have been in the form of improved relationships, increased knowledge, added-to skills, and for the want of a better expression, enhanced values.

The Non-Profit Camp directors and Committee Members' Workshop is again scheduled for its sixth season at Bark Lake in June, 1961. Very shortly the new steering committee—a new committee is elected at the end of every workshop—will meet to make plans. These will be based on the suggestions left with them by all members at the final evaluation session of the last workshop. A long list of interesting topics

has been suggested for this year. Obviously not all will be selected. However one will emerge which, if the short experience of the past is any criterion, will prove practical, magnetic in appeal, and extremely worthwhile.

When mid-June arrives, men and women, whether responsible for the actual on-the-scene operation of a camp, or those charged as a Camp Committee with the task of seeing that the facilities, the equipment and the finances are provided, will meet for fellowship, for learning, and for mutual understanding of problems inimical to the short term camp.

When such expressions of interest as "a good and worthwhile experience", "let's do this again", or "the best discussion of my problem that I've had", are left on record then it may be said with something more than truth that the camping movement is benefitted by the holding of such workshops.

Nature Courses

Each year brings a number of queries from camp directors for information about available courses for staff members who are to teach conservation, nature and wildlife habits. The answer comes from the National Audubon Society, in the form of five two-week courses in Maine, Connecticut or Wisconsin, beginning June 12th, 1961. Cost is \$110 for the two weeks, of which \$20 is to be sent with the registration. Expert naturalists are gathered at these camps to provide teachers, counsellors, directors, or anyone interested in nature, with a wealth of rich experience in the outdoors, and to outline new program aids and teaching methods. Write to: The National Audubon Society, 1130 Fifth Avenue, New York 28, N.Y.

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from page 57

room may feel terrifyingly large. Strange night sounds of owls and loons or thunder may make him afraid; being away from home for the first time may cause loneliness to the extent that he is literally sick. Fears of some children are extremely real. One of the strange beliefs of our society is that it is wrong to be afraid. A counsellor who ridicules or condemns a child's fears may succeed only in having the child repress, rather than express them, and such repression is the source of many later mental health evils. If the counsellor wants to be a *counsellor*, he must help the child accept the feeling of being afraid as something everyone experiences and help him understand it. For example, the loon that made the terrifying sounds at night may be observed on the sunlit blue lake the next day, so the camper gets to know and be interested in him.

It is, of course, essential that no needless fears be engendered in the youngster. He need not be forced to swim in deep water right away; he may enjoy wading around the beach and playing with toy boats. Supernatural fears from spooky stories and myths about malicious ghosts have no place in the young camper's life, nor have unnecessary fears of night raids or hazing. There are enough things to be afraid of in the civilized, atomic world, that there is no need to produce artificial terrors.

Finally, if the counsellor is really concerned with the campers' development, he must remember that young children require a great deal of time and a great deal of guidance in dealing with the "daily round and common

task". The college student may think it a little dull and undignified to supervise the camper washing his hands and face (and neck occasionally), to plan time for him to go to the toilet, to help him be interested in keeping his cabin reasonably tidy, eating his meals quietly and adequately, remembering that buttons have to be sewn on and shorts patched, sending clothes to the laundry; these are all part of the routines of living which the camper is not ready to assume all by himself, but which he is ready to learn. Too often camp programs are so extremely busy that little time is allotted for these daily tasks, but as soon as these are forgotten, the camper's life and the camp's life become a drastic muddle. To counsel wisely must include helping the youngster to develop skill and interest in necessary routines and to take time and thought to work out plans by which this can be achieved. To counsel, then, means that the life, interests and feelings of youngsters are the counsellor's primary concern, for only with an understanding of these can his guidance be developed effectively.

A camp counsellor should be a camp counsellor. He should have "a sense of at-homeness in the natural world and the arts of outdoor living", and he should be able to counsel:—guide development by understanding the child's level of maturity, interest and skill. With these qualities he will perhaps not be a Superman, but he will be an invaluable asset to any camp staff and a great surprise and satisfaction to himself.

—●

"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned, and however early a man's training begins, it is probably the last lesson that he learns thoroughly."

—Thomas Henry Huxley

Woodfire and Candle-light

Mary S. Edgar

I LOVE BIRCH TREES

I love birch trees
Standing straight against the sky
Or bent with the breeze
Waving leafy arms on high.
No other tree in all the wood
Ever seems so chaste and good.

I love birch trees.
They hold the darkness back at night.
Brave guardians these—
Their slender bodies strong though
 slight.
Young knights in silver then they are
Bearing on their shields, a star.

I love birch trees.
They grow upon you like a friend.
They always please
From early spring to winter's end,
Rooted firm 'gainst every test,
That is why I love them best.

THE SILENT PLACES

You would know us, the silent places,
The brooding heart of the wild?
You would probe our age-long enigmas?
Then come with the heart of a child.

We wait for one who will listen,
Heart tuned to the silence and shade,
And stirred with the life pulsing
 through us
Will ponder our moods unafraid.

Acquaint your soul with our stillness,
And beauty in sky and sod
Will unfold, child-heart, to your wonder
The startling nearness of God.

LOST CHILD

Are you busy losing a child? The fact is that many camp leaders have lost a child. Being too busy to answer trivial questions during those weeks and years when a camp leader is a hero, they have let go their hold on the child.

Yes, and many a camp director has lost a child too. Being engrossed in the kitchen problems, pumps and payroll payments and plumbing, the camp director left others to tell the stories, share the prayers, play the games—thus his grip on the child was lost.

There are many ways of losing a child.

Adapted from The Gideon Magazine.

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of the greatest needs has been properly qualified naturalists who can work with young campers.

In Algonquin Provincial Park, camp counsellors may work closely with park naturalists for guidance and advice in the operation of their own program. Many years ago, a system of proficiency tests was introduced. These were graded and qualified campers for their Junior, Intermediate and Senior Naturalist Crests and Certificates which were supplied by the Algonquin Park Museum. These became very popular in some camps and provided a certain amount of incentive to the campers.

Finally, whether we are a casual visitor, a camper or a member of a children's camp a park interpretive program is significant in providing an insight into the park environment. Through the increased understanding and appreciation comes a fuller enjoyment of the world about us.

**American Camping Association
Twenty-seventh National Convention
March 6 - 10, 1962**

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The New York section of the American Camping Association, as host to this Convention, extends a cordial invitation to our Canadian friends to join with us.

We extend the courtesy of registering at the same fee charged members of the American Camping Association to all members of the Canadian Camping Association.

The Convention promises, even at this early date, to be one of the most challenging and rewarding we have ever held. Rewarding because you will leave stimulated by the speeches of outstanding people, better equipped, through seminars and informal discussions, to face problems which arise and to enliven your camp program in the summers ahead. And enjoyable as well!

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from page 55

liquor is then poured into the well and allowed to stand overnight or longer. The water is then pumped until no taste is present. Javex may be used straight instead of the paste mentioned above.

Bacteriological samples should be sent for analysis at regular intervals after this treatment has been applied. Should poor analyses continue the well should be reconstructed, a new supply obtained or each pailful of water treated as it is drawn from the well.

Treatment of Water

This can be accomplished by boiling or by chlorination. If the water is brought to the boiling point, even without boiling for any period, the disease organisms will be destroyed. The Department of Health has made available at cost price—75 cents—a small chlorine outfit which can be used to treat the water instead of by boiling. It is more convenient, and is very useful for tourists, summer cottagers and for temporary treatment of home supplies. It can be obtained by mail from the Department at the Parliament Buildings, Toronto.

Safe Bathing

Selection of bathing places is important for health protection. Since it is seldom feasible to avoid getting some water into the mouth when bathing, the water should be of good quality. All artificial pools in the province are required to use chlorine in the water. This is not feasible for outdoor bathing places, and care is needed in selecting the area. The water should not be contaminated with sewage, drainage, or similar substances.

To swim for health should mean to swim in safe water. Use protected chlorinated pools wherever possible.

Consult your local health officer or provincial department of health for advice on any health problem. They are always ready and anxious to help you. —●

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Lesson One

1. A brief discussion about the thrill, fun, satisfaction, and self-reliance that come from knowing how to sail a boat.

2. A discussion of the names of sailboat parts, such as the hull, bow, stern, gunwales, transom, deck, coaming, centerboard, centerboard trunk, rudder, tiller, mast, boom, shrouds, stays, hal-yards, sheets, cleats, blocks, sails, main-sail, jib, and battens.

3. Personal equipment for sailing such as proper gear, foot gear, clasp knife, and foul weather gear.

4. Practise afloat.

Lesson Two

1. The mechanics of why a sailboat sails to windward.

2. The use of a dinghy as a tender.

3. Readyng the boat for sailing and simple elements of sailing while at a mooring.

4. Practice afloat.

Lesson Three

1. Points of good seamanship.

2. Content, use and stowage of the following auxiliary equipment:

(a) Anchor and anchor line.

(b) Foghorn and other signaling devices, emergency tool kit and contents.

(c) Life jackets or buoyant cushions, bailing gear, oars and oarlocks or paddles, flashlight, etc.

3. Nautical terms.

4. Crew practice.

5. Pick up mooring, moor sailboat, douse sails, secure ship.

Lesson Four

1. Eye splice, short splice, whipping, and needle whipping.

2. Capsize boat rescue procedure.

3. Sailing practice.

Lesson Five

1. Practice afloat.

2. Running before the wind.

Lesson Six

1. Demonstration of a man overboard rescue.

2. Crews practice in man overboard rescue.

3. Practise sailing on all points.

Lesson Seven

1. Practise sailing on all points.

2. Approaches and landings at dock or offshore raft.

Lesson Eight

1. Final skills checkoff list, which would include the following:

(a) Handling the tender to and from mooring.

(b) Handling the tender at mooring.

(c) Readyng boat for sailing.

(d) Casting off and clearing mooring.

(e) Sailing on a reach.

(f) Coming about for reaching on a new leg.

(g) Approaching and picking up a mooring.

(h) Mooring, dousing sail and 'securing ship'.

(i) Capsize boat rescue.

(j) Sailing to windward.

(k) Running before the wind.

(l) Man overboard rescue.

(m) Approaching and landing at dock.

(n) Marlin spike, seamanship, whipping, round turn and two half hitches, bowline, eye splice, square knot, sheet bend.

2. Testing, both written and practical test.

Obviously, any programming for a course in sailing should make allowance for rainy days during which time indoor instruction in knot tying and seamanship could be planned.

Steering and sailing rules for sailboats are available—these include rules to prevent collisions of vessels and pilot rules for certain inland waters. This kind of information can be obtained from the Department of Transport, any office, which issues boat licenses, can supply copies.

Racing is not included for lack of time and so forth in many sailing programs at camps, but if the instructor wishes to include it as a supplementary activity he may obtain for 75¢ the official racing rules from the Canadian Yachting Association, 1 Wellington St. West, Toronto 1, Ontario.

—●

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The Canadian Citizenship Series is available free to newcomers, and also to voluntary organizations for use in organized study and discussion groups. For any other purpose they are available from the Queen's Printer, Ottawa, Ontario, at a cost of 35 cents per copy, with the exception of “The Arts in Canada” which is 75 cents. Editions in English and French.

—●

CHICKEN

“I really didn't want to do it, but I didn't want to be chicken.” This statement from a recent court record points up one of the most astonishing phenomena of our time—the confusion of so many people as to what is brave and what is cowardly.

It doesn't take any courage to go along with the crowd. The most timid, spineless people you know can do that. Usually they would RATHER not, but they haven't what it takes to do the things they would like to do. Such people aren't chicken—they are mouse.

It takes COURAGE to be independent to use good sense when the “loud mouths” are insisting that you, too, do something wrong. It takes courage to act intelligently when you are surrounded by the foolish. Such courage demonstrates self reliance at its best.

It is character in action.

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A PRAYER FOR CAMP LEADERS

Lord of Creation and Author of all things true and beautiful, we humbly lift our hearts in gratitude for the wonder of Thy world, and for eyes to see the pageantry of days and nights and changing seasons. We thank Thee for the adventure and responsibility of leadership among children in their holiday time. Since Thou art the source of all wisdom, we seek to draw from Thy limitless resources, lest we fail in our task.

Take from us a false sense of our own sufficiency. Deepen our awareness of Thy all-prevailing Presence about us and within us, so that at all times we may have poise, confidence, understanding and a sense of humor.

Grant that we may pass on to our campers the best Thou canst give to them through the medium of our relationship. Make us instruments worthy of the opportunity which lies before us. May we see with them the wonder of each new day, feel their joyous zest for living, and grasp in our minds the amazing potentiality of each young life.

Help us in our camps to build bridges of friendship and understanding between our campers and between peoples of different races and creeds, so that we, together, may play our part in building a better world for Thy great family of mankind.

VALUE

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I saw a small boy playing ball all alone. I asked him why he was playing by himself. He answered, "I ain't playing by myself; I'm playing with God. I throw the ball up to him and he throws it right back to me."

The best way to better your lot is to do a lot better.

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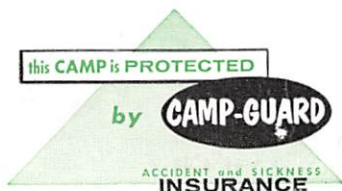
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